



Assessment Policy March 2026



Golden Hill Short Stay School endeavours to ensure that all children make progress from their individual starting parts. Formative and summative assessments are essential for supporting teachers to identify the knowledge and skills learnt and retained by children and to identify gaps and next steps in learning.

Assessments will include:

- Teachers Feedback
- Clear communication of learning objectives and success criteria
- Observations and interactions during whole class, group and 1:1's
- Effective questioning
- Teacher assessment of pupils' performance on task
- Informal checks eg spelling, multiplication tables
- Use of LAPs to identify ongoing, small measures of progress that then feed into KLIPs.
- Formal summative assessments (including standardised and statutory tests)
- Diagnostic assessments: Dyslexia test, Wellcomm test
- Marking in accordance with the school Marking and Feedback Policy

Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform effective, focused planning
- To identify barriers to learning quickly and to provide appropriate support
- To ensure data is robust and accurate
- To ensure integrity of data through a consistent whole school assessment system
- To inform the Governing Body of the school's standards and achievements and provide information to inform the school's strategic planning
- To meet the legal requirement for record keeping, assessing and reporting

Principles of effective assessment in our school

- Offers all children an opportunity to show what they know, understand and the skills they can apply effectively.
- Enables teachers to identify areas for development and to therefore adapt planning to address these at all levels of attainment.
- Actively improves pupils outcomes through close assessments for learning procedures
- Helps parents to be involved in their children's progress
- Informs the self-evaluation process by identifying strengths and therefore sharing of good practice: and by identifying areas for development and therefore focussed improvement priorities.
- Teacher judgement is valued and moderated
- Assessment is inclusive and manageable

Whole School System

The school uses an online assessment tracking system **Ittrack**. Summative assessment is conducted throughout the year, with a teacher judgement required each term for Reading, Writing and Maths. Alongside this, there are teacher judgements required for the Foundation Subjects and RE. (PE assessments are recorded on the PE Passport App) Teachers can also regularly input formative assessments on to the system to inform the next steps in planning.

Types of Assessment

Continuous assessment for learning

At Golden Hill, continuous assessment for learning is key in driving pupil progress. Through the assessment and feedback process, teachers are able to shape learning around the needs of each pupil. Teachers use continuous assessment throughout lessons to reshape learning tasks so that all children are challenged effectively.

Formative Assessment

This is the ongoing assessment carried out by teachers both formally and informally. Formative assessment is central to classroom practice and planning. The results of formative assessments have direct impact on the teaching materials and strategies employed immediately following the assessment and often within the same lesson. These will be measured against KLIPS, however LAPS may be used to demonstrate smaller incremental progress. Pupils who are working well below age expectations, and due to their individual needs are not making progress against LAPS will be assessed using PIVATS. Formal assessment can be recorded on **Itrack**.

Peer and self-assessment is encouraged throughout the school to build pupil's skills in critical thinking, monitoring of their own work and to become more independent learners who take responsibility for their own learning.

Diagnostic Assessment

- Identifies particular strengths and weaknesses.
- Provides information to structure intervention / additional support.
- Informs SEN Support Plan / EHC Plan
- Informs teachers' planning.
- At Golden Hill, the use of the following assessments maybe used, depending on a pupils needs: Boxall Profile, Talamo Dyslexia Assessment, Wellcomm Speech and Language Assessment

Summative Assessment

Teacher Assessments for reading, writing and maths are recorded termly onto **Itrack**.

Science Assessments are made after each unit has been taught and recorded termly onto **Itrack**.

Geography, History, Art, DT, Computing, RE and Music Assessments are recorded onto **Itrack**, following the teaching of the subject.

All assessments on **Itrack** for pupils are judged as being Emerging, Emerging +, Developing, Developing+, Secure or Secure+, based on Lancashire KLIPs. It is important that judgements are consistent across the school. To ensure this, the following process is in place:

- During each term on-going teacher assessment against NC expectations (moderated by professional judgement) looks across a range of opportunities that demonstrate achievement e.g. through questioning, observing, from marked work etc.
- At the end of term **STEP BACK**; look at the assessments, review knowledge of pupil and make a 'best fit' judgement. Have they achieved a typical profile that you might expect for a pupil at this age and time of year?
- At the end of the year repeat best fit judgement but remember the highlighted key indicators needed.

Judgements are:

Emerging: Beginning to demonstrate a few of the features of this year group's expectations.

Emerging +: Starting to demonstrate some of the features of this year group's expectations. Attainment is typical of what you would expect for a child at the beginning of the year.

Developing: Beginning to demonstrate more of the features of this year group's expectations. Some features may not be embedded.

Developing +: Demonstrating more of the features of this year group's expectations. Attainment is typical of what you would expect for a child in term 2.

Secure: Beginning to demonstrate most of the features of this year group's expectations. Includes key learning indicators. Learning is more embedded.

Secure+: Attainment meets the expectation for the year.

A pupil can be deemed **Emerging** but will be '**on track**' to make the appropriate academic progress expected, if they feel a pupil will meet the required attainment level by the end of the academic year, however an assessment judgement may not have the KLIP marked as complete.

It is *possible* that one specific KLIP identified as essential is holding a pupil back from attaining a year expectation e.g. Spelling (a pupil may have been identified as having dyslexia using the online screener). Where this is the case teachers will need to use their professional judgement. *In exceptional circumstances* teachers may decide to award the 'Secure +' judgement without the pupil having achieved an essential aspect. However, caution should be exercised with this discretion. It should be agreed in moderation.

When children achieve a secure judgement they should be given opportunities to further embed, widen, investigate and apply what they have learned rather than move to learning from a higher year group.

Judgement outcomes will be regularly monitored and moderated in staff meetings and through cluster meetings.

At the end of each Key Stage, pupils will be assessed against the Teacher Assessment Frameworks.

When a pupil begins at Golden Hill, if it is relevant, they will undertake a phonics assessment using the online phonics assessment tool. This will then be used to identify strengths/weaknesses and pupils will be allocated a phonics group (which is streamed in KS1) to meet their individual needs. This test will then be repeated each term. At Key Stage 2, all pupils will undertake a Reading Test within 2 weeks, which will then provide a Reading Level that will provide information to select the appropriate Book Band Reading Book. This test may then be repeated each term.

National Assessments

Autumn term 1	Reception Baseline Assessment (RBA)
May	KS2 Statutory Assessment Tests (SATs): reading, maths, grammar, punctuation and spelling
June	Y1 Phonics Screening Check Y2 Phonics Screening Check (for children who did not pass in Y1) Y4 Multiplication Times Table Check (MTC) EYFS Teacher Assessment: Early Learning Goals KS1 teacher assessment of English and Maths KS2 teacher assessment of writing and science
July	Early Years Profile reported to parents KS2 results reported to parents

Evaluative

Evaluative assessment is a management tool. It is used to judge the effectiveness of a school's activity, to benchmark against external data and to amend current practice. It can be used to judge the effectiveness of:

- Interventions
- The work of individuals
- Curriculum coverage
- Resources
- Targeted funding
- Pupil progress and achievement

Using the outcomes of assessment

- Class teachers use the outcomes of assessments to identify individual, group and class strengths and areas needing improvement, that feed directly into the next steps, individual targets and planning. These findings are recorded onto **Itrack** (for Reading, Writing and Maths) and discussed in termly pupil progress meetings.
- Core Subject Leaders use whole school outcomes to identify areas needing improvement, which will be incorporated into their action plan and a support plan put in place.
- The Assessment Lead carries out data analysis termly to ensure pupil progress.
- They are used to structure appraisal targets.
- For assessment in the EYFS please see relevant policy (EYFS data also accountable to formal (termly) review).
- They provide a basis for reporting to relevant parties and inform the school Self Evaluation Form.

SEND

The majority of pupils with Special Educational Needs (SEND) are assessed in line with their peers. At Golden Hill, pupils that we feel are only making small steps progress will then be assessed using PIVAT's, in line with our Whole School system.

In National Curriculum tests, some SEND pupils may qualify for additional support arrangements during testing eg extra time or a reader/scribe. This is dependent on the yearly criteria's set by the DFE. Some SEND pupils may not be able to access national assessments as they are working below the level of the key stage curriculum. These pupils are assessed using teacher assessment against pre-key stage standards or The Engagement Model

Pupil Progress Meetings

Pupil progress meetings are a supportive and collaborative process held between the senior leadership team (SLT), the SENCO, the Assessment Lead and teachers three times across the academic year. The purpose of these meetings is to support teachers in identifying groups or individuals who require additional support and to plan for this to be implemented efficiently and effectively. The use of Itrack will help to show the impact of any interventions, and inform any needs of pupils.

Monitoring

This ensures that the assessment process takes place consistently across the school. It involves:

- Pupil progress Meeting with SENCO and Assessment Lead (termly)
- **Itrack** – updated termly
- Monitoring pupils' work by subject leaders
- Interviews with pupils by subject and assessment leaders
- Walk-throughs to a focus
- Lesson observation

Evaluation

This ensures that the outcomes of assessment are used to build on school improvement. It takes place:

- At SLT meetings
- In pupil progress meetings
- Through annotated teachers' planning
- In one to one discussions with pupils

Moderation

This confirms that judgements are consistent throughout the school. It is essential to ensure accuracy and parity of assessment. It will take place:

- Informally in house staff
- Termly reviews of achievement and progress
- In staff meetings
- In Cluster Moderations
- In some cases, by attending LA sessions to ensure our judgements are in line with other schools in the LA.

Recording

We record:

- To monitor progress
- To recognise progress and achievement
- To inform future planning
- To document evidence
- As a basis for reporting information to parents
- To enable us to pass written information to colleagues, members committee and other appropriate agencies.

Informal Day to Day Records:

In school, teachers keep records as part of their normal day to day routine – to remind them of children's achievement and which children need additional support or challenge. Teachers also mentally retain a tremendous amount of information about children. These informal records are used to add detail to more formal assessment.

Formal records include:

- Individual pupil assessment files held on **Itrack**
- Individual Education Plan
- CPOMS daily record
- Pupil progress meeting records
- SEN information (SEN support plan)
- The EYFS profile, Phonics Screening Check, Multiplication Check, KS2 SAT's

Reporting

The school reports on pupil performance to a number of parties:

Parents: When reporting to parents we aim to give an informed review of pupil progress, attitude and commitment in order to fully involve them in the education of their child.

- A SEN support plan, completed by the class teacher is discussed with parents and other relevant agencies at review meetings.
- Verbal reports may be given to parents
- Informal meetings can be arranged between staff and parents at any time with a prior appointment. Feedback from parents will be considered; and relevant action taken.
- The results of statutory assessment at EYFS, Y1(phonics screening), Y4(multiplication test) and KS2 are reported to parents.
- Opportunities for parental discussion will be provided each term at Online Parents Meetings
- Daily feedback through the pupil's home school diary

Reporting to Members Committee: Assessment is provided for governors to enable them to challenge school performance. Reporting to governors includes:

- HT's Termly report to Members committee
- Anonymised data for cohorts, groups (e.g. CLA) and categories (e.g. PP) children
- Specific data requested by members
- Analysis of assessments done by Assessment Lead and / or Subject Leads

Reporting to the LA/DfE: the school meets its statutory responsibilities for reporting the outcomes of assessment to LA / DfE. Currently these are:

- EYFS outcomes
- Y1 Phonic outcomes
- End of KS2 outcomes
- Year 4 Multiplication Test

Transition: it is important that accurate assessment information is transferred with children when they change teachers and/or school. At Golden Hill School this involves:

- Pupil liaison meetings & Pupil Passport (Class teachers if a pupil is transferring classes)
- Pupil review meeting with the new school and / or referral school.
- Transfer of pupil file which includes both SEND and assessment data (completed by the pupil's SENDCO)
- Referral pupil attainment moderation which takes place at the end of the placement between Golden Hill Class Teacher and Mainstream School Class Teacher. Judgements are agreed and reported using the mainstream schools assessment system.

See Also

Feedback & Marking Policy

EYFS Policy

Teaching & Learning Policy

List of abbreviations

ILP	Individual Learning Plan
EHC	Education, Health and Care Plan
SLT	Senior Leadership Team
EYFS	Early Years Foundation Stage
TA	Teacher Assessment
NC	National Curriculum
KLIPs	Key Learning Indicators of Performance in Primary Schools
LAPS	Learning and Progression Steps
LA	Local Authority
DfE	Department of Education
KS1/2	Key Stage 1 or 2
PP	Pupil premium
SL	Subject Leader
RoL	Raise on Line
LSIP	Lancashire School Information Profile

CALENDAR OF SUMMATIVE ASSESSMENT

	Assessment	Uses	Persons responsible
September	EYFS Baseline	To create a measurable baseline from which to measure children's progress	EYFS staff – this information needs to be collated and shared with Head.
October	Staff Appraisal	Professional discussion between Teachers and Head about the expectations for the year ahead and data targets are set.	Class teacher and Head teacher
November	SEC COMMITTEE	To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data.	SEC Committee, Head Teacher and Deputy Head Teacher.
December	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Discussion regarding possible 'Closing the Gap' strategies for those who are behind.	Class teacher is expected to bring relevant up-to –date data for their class to a meeting with the Head Teacher. Assessment Lead / English Lead and / or Maths Lead involved in meeting to suggest 'closing the gap' strategies.
	End of Term KLIPS Review	To update individual's KLIPS and tracker records using evidence	Class teachers to be collated and shared with Assessment Lead so whole school Tracker can be updated
January	Whole school analysis	Collate whole school data , analysis cohorts and complete report for SEC committee.	Assessment Lead. Share data with Subject Leads
February			
March	SEC COMMITTEE	To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data.	SEC Committee, Head Teacher and Deputy Head Teacher.
April	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Possible 'Closing the Gap' strategies for those who are behind.	Class teacher is expected to bring relevant up-to –date data for their class to a meeting with the Head Teacher. Assessment Lead / English Lead and / or Maths Lead involved in meeting to suggest 'closing the gap' strategies.
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May	KS1 and KS2 Statutory Assessments (Reading, Writing, Maths and SPAG)	To create an end of Key Stage Judgement for children	Assessment Lead (alongside Y2 and Y6 staff). Results need to be formally shared with Parents and updated to relevant authorities .
June	Phonics Screening	To ensure Y1 (and any Y2 children who previously didn't meet expected standard are retested)	Head and Deputy-Head Teachers

		has the expected Phonetic understanding and application	Results need to be formally shared with Parents and updated to relevant authorities.
	EYFS Profile	To give a summative end to the children's reception year	Reception Teacher Results need to be formally shared with Parents and updated to relevant authorities .
July	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Possible 'Closing the Gap' strategies for those who are behind.	Class teacher is expected to bring relevant up-to –date data for their class to a meeting with the Head Teacher. Assessment Lead / English Lead and / or Maths Lead involved in meeting to suggest 'closing the gap' strategies.
	End of Year KLIPS Review	To update individual's KLIPS and tracker records using evidence	Class teachers to be collated and shared with Assessment Lead so whole school Tracker can be updated
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	Whole school analysis	Collate whole school data , analysis cohorts and complete report for SEC committee.	Assessment Lead. Share data with Subject Leads
	Core Subject Data Analysis and Summative Report to Governors	English and Maths Subject Leaders to analyse data and to create a narrative to share with governors about successes and areas for development	English and Maths Subject Leaders to share with Governors at final Governors Meeting.

ROLES AND RESPONSIBILITIES

SEC Committee
▪ Evaluation of Impact ▪ Hold the HT to account ▪ Whole school overview record ▪ Summary of attainment and progress for each cohort and significant groups
Assessment Lead
▪ Whole school analysis (including trends over time) ▪ Highlighting areas for improvement and allocation of resources (staff / materials / training / accommodation etc) ▪ Analysing cohort/group data and preparing it for presentation to governors ▪ Managing the monitoring/assessment calendars ▪ Ensuring that decisions made and agreed are carried out ▪ Prepares whole school data for presentation to the governors
SLT
▪ Monitoring the performance of teachers and overview of pupils ▪ Holding subject leaders/teachers to account for targets set ▪ Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers ▪ Hold teachers to account for impact where resources have been allocated ▪ Ensure targets set lead to improved performance/ rise in attainment
Subject leaders
▪ Monitor the performance in their subjects ▪ Analyse and report on attainment and progress in their subject for SLT ▪ Highlight areas of strength to celebrate and weakness to support ▪ Moderate and address issues arising from mismatch between data/pupil books / observations etc. ▪ Hold teachers to account for performance in their subject area
Teachers
▪ Operate within the assessment time frame ▪ Meet or exceed the targets set for each child ▪ Record and analyse pupil/ group results ▪ Highlight areas to celebrate and to address ready for pupil progress meetings ▪ Prepare for pupil progress meetings ▪ Plan for timely intervention where needed and report impact ▪ Record results ready for input onto the Tracker Aware of the impact of their performance upon the whole school